Arlington Middle School

2021-22 Schoolwide Improvement Plan

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Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

http://www.duvalschools.org/arlingtonmiddle

Demographics

Principal: Scott Stuart

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (40%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide and deliver high quality, standards-based instruction in a safe, respectful, and inclusive environment that builds a foundation for success in high school, college, careers and beyond.

Provide the school's vision statement.

Arlington Middle School will become a top performing neighborhood school that will collaborate with all stakeholders to help students excel academically, socially and emotionally. Every Student. Every Day.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Platts, Shawn	Principal	
Corprew, Lisa	Assistant Principal	

Demographic Information

Principal start date
Thursday 7/1/2021, Scott Stuart

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
777

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	291	247	239	0	0	0	0	777
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	111	91	101	0	0	0	0	303
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	106	117	100	0	0	0	0	323
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	169	197	124	0	0	0	0	490

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	316	273	231	0	0	0	0	820
Attendance below 90 percent	0	0	0	0	0	0	73	10	10	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	5	7	5	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	8	2	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	10	10	0	0	0	0	93

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	8	4	0	0	0	0	0	12

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	316	273	231	0	0	0	0	820
Attendance below 90 percent	0	0	0	0	0	0	73	10	10	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	5	7	5	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	8	2	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	10	10	0	0	0	0	93

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	8	4	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	43%	54%	21%	42%	53%
ELA Learning Gains				46%	49%	54%	36%	47%	54%
ELA Lowest 25th Percentile				50%	45%	47%	32%	44%	47%
Math Achievement				35%	49%	58%	26%	46%	58%
Math Learning Gains				47%	50%	57%	45%	50%	57%
Math Lowest 25th Percentile				43%	47%	51%	46%	47%	51%
Science Achievement				34%	44%	51%	25%	45%	52%
Social Studies Achievement				58%	68%	72%	65%	82%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison						
07	2021					
	2019	20%	44%	-24%	52%	-32%
Cohort Comparison		-27%				
08	2021					
	2019	32%	49%	-17%	56%	-24%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	21%	51%	-30%	55%	-34%
Cohort Comparison						
07	2021					
	2019	29%	47%	-18%	54%	-25%
Cohort Comparison		-21%				
08	2021					
	2019	34%	32%	2%	46%	-12%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	34%	40%	-6%	48%	-14%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	57%	69%	-12%	71%	-14%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	88%	57%	31%	61%	27%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Information forthcoming

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	9	28	33	10	34	50	7	21			
ELL	11	38	38	17	44	65	14	35			
ASN	46	50		46	45						
BLK	18	28	29	17	29	38	20	38	64		
HSP	24	35	18	35	41	59	29	46			
MUL	25	35		35	25			70			
WHT	24	37	47	29	45	72	33	58	67		
FRL	23	32	32	24	31	40	24	47	63		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	43	47	21	35	29	12	30			
ELL	15	48	43	30	59	59	19	52			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	40										
BLK	25	41	47	30	43	41	28	56	80		
HSP	25	45	46	35	61	66	30	43			
MUL	32	55		37	42		30				
WHT	33	55	59	42	45	29	47	69	79		
FRL	25	45	47	32	46	44	33	57	83		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	24	25	15	42	43	16	30			
ELL	14	24	20	25	45	31	23				
BLK	18	34	33	23	41	43	22	65	59		
HSP	20	27	20	25	43	41	26				
MUL	32	61		28	46						
WHT	29	43	37	34	53	59	38	50	60		
FRL	20	35	32	26	43	44	23	61	62		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	47
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Between 2019 FSA and 2020 FSA, data is universally down with the exception of L25 Math (+3 to 46%). Below is a breakdown of student achievement:
ELA Proficiency: 22% (-6)
ELA Gains: 32% (-14)
ELA L25: 32% (-18)
Math Proficiency: 24% (-11)
Math Gains: 34% (-13)
Math L25: 46% (+3)
Science: 25% (-9)
Social Studies (Civics): 46% (-12)
Acceleration (ALG 1): 59% (-24)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

AMS experienced a double-digit decrease in 6 of the 9 reporting categories. Acceleration (Algebra 1) experienced the greatest need for improvement with a 24% decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

It is my understanding that there was a mid-year shift regarding instruction with our Algebra 1 students. They were initially receiving instruction with one teacher who abruptly resigned. Mr. Davis, our current Algebra 1 teacher, was placed in this classroom. It also my understanding that students weren't double-blocked as recommended by the Master Scheduling guidelines.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the data, our L25 (Math) students experienced the most improvement (+3).

What were the contributing factors to this improvement? What new actions did your school take in this area?

While our L25 (Math) students experienced growth, that is ultimately maintenance and is not really attributed to action steps taken
to improve.

What strategies will need to be implemented in order to accelerate learning?

N/A.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Utilize professional learning communities and common planning processes to improve teachers' abilities to provide effective standards-based instruction in all core content areas including the design of formative and summative assessments, instructional delivery, and student learning aligned tasks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Area of Focus - Improve standards-based planning process (utilizing our 12-step PLC planning protocol including unpacking of standards, creation of learning arcs with aligned tasks and assessments, and student work analysis) and execution of those plans in all content areas. Description and Rationale - The 2019-2020 school year marked a beginning point for genuine standards-based instruction, tasks, and assessments at Arlington Middle. Due to COVID-19, our school year was greatly impacted when we moved to full-time virtual learning that was vastly asynchronous in nature and our previously successful professional community work shifted to a focus on navigating the virtual platforms and the focus on engaging as many students in that platform as possible, causing at least a quarter's worth of professional learning time previously dedicated to standards-based instruction to be lost. The data from the instructional walkthroughs prior to the shift to virtual instruction indicated that the administrative team was calibrated in most instances and that the standards were the key focus of the planning process including the design of student tasks and assessments in all state accountability areas. This year, I, Shawn Platts (Principal), am new to Arlington Middle, and thus there is a need to re-calibrate before progressing forward in the standards-based instructional continuum. There are also 6 new teachers and 5 (4 ELA/1 Reading) vacancies to our campus in core content departments that will require additional professional development to be brought up to speed with our planning processes and task and assessment design to allow us to progress forward in the standards-based instructional continuum. The focus on standards-based instruction will improve proficiency and growth scores in all state accountability areas.
Measurable Outcome:	95% of our current core content teachers will engage in successful standards based instruction planning processes including the creation of learning arcs for each standard with aligned tasks and assessments.
Monitoring:	1. Principal will participate in School Improvement Rounds with school cluster for continued professional learning with the Standards-Based Initiative and in preparation for Standards-Based Instructional Reviews. 2. Conduct walkthroughs with school-based administrative team (in partnership with the Regional team support when available) to identify trend data to evaluate alignment across all content area teachers in the execution of the standards-based plans. 3. Calibrate with Academic Leadership Team (admin, reading, math and instructional coaches/district specialist/coach) on Standards-Based Instructional Walkthrough Tool. 4. Meet regularly (including weekly administrative team meetings on Mondays and Academic Leadership Team meetings) to discuss alignment findings in a collaborative, open, and consistent manner based on Standards Walkthroughs.
Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy:	Utilize professional learning communities and common planning processes to improve teachers' abilities to provide effective standards-based instruction in all core content areas including the design of formative and summative assessments, instructional delivery, and student learning aligned tasks.
Rationale for	According to research including Standards-Based Learning in Action: Moving From Theory to Practice by Tom Schimmer, Garnet Hilman, and Mandy Stalets, "standards-based

Evidence-based Strategy:	learning is anchored on a teacher's commitment to designing instructional experiences and assessment that make proficiency against standards (not the accumulation of points) the priority outcome. TNTP's published study "The Opportunity Myth" also addresses the need for "consistent opportunities [for students] to work on grade-appropriate assignments" and for "teachers who hold high expectations for students and truly believe they can meet grade-level standards." DuFour's research on Professional Learning Communities (PLCs), specifically in Learning by Doing: A Handbook for PLCs at Work, also supports the "purpose of school is to ensure all students learn at high levels...helping all students learn requires a collaborative and collective effort...to assess our effectiveness in helping all students learn we must focus on results and use results to inform and improve our professional practice."

Action Steps to Implement

Create School Conditions for Effective Professional Learning:
1. Participate in professional development on the relationship between the School Improvement Plan and the district Standards-Based Initiative requirements and turnkey information to Academic Leadership Team (admin, reading and math interventionists, district specialist/coach).
2. Provide structure within master schedule to carve out dedicated time for PLC and Common Planning work.
3. Utilize budget sources (district allocation, Title I) to provide support personnel to assist with coaching teachers and providing student interventions as needed for all ESSA subgroups and students targeted for growth and proficiency including those in the LPQ, as well as teachers to decrease the class-size to maximize instruction and tutors to provide additional enrichment or remediation for students in need.

Person Responsible	Shawn Platts (plattss@duvalschools.org)

#2. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Area of Focus - Improve perceptions and practices of the effectiveness of the Instructional Leadership Team as measured by the annual Five Essentials survey results of teachers and qualitative data sources related to the function of the team itself. Description and Rationale - The annual Five Essentials survey data related to Effective Leaders has revealed less than desirable results (Neutral) in Instructional Leadership practices related to the usefulness of feedback given to teachers to improvement teaching, the need to press teachers to implement what they have learned in PD, and the support needed to improve teaching practices. This area of focus is critical because it provides the follow through for all we are doing to focus on standards-based instruction and progress monitoring of our student achievement as a result of the ongoing professional learning provided. This is ultimately the focus that leads to improved teaching and learning and the perception in survey data does not yet demonstrate where we would like to be as an Instructional Leadership Team.
Measurable Outcome:	The measure of Instructional Leadership under the Effective Leaders essential will improve from Neutral to at least Strong which will require more teachers to strongly agree with the statements within the survey.
Monitoring:	
Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy:	Utilize shared and collaborative leadership approach as an Instructional Leadership Team to spend time in classrooms in order to effectively monitor and encourage curriculum implementation and quality instructional practices, collect data that measures effectiveness of teaching and learning, and provide feedback that is focused on improvements to teaching and learning.
Rationale for Evidence-based Strategy:	According to research including Tucker & Tschannen-Moran, "principals need to function as the chief instructional leader of their school while balancing multiple responsibilities. however, to effectively foster student learning requires the exercise of distributing leadership." School leaders need to "trust teachers to implement instruction effectively, but they also monitor instruction with frequent classroom visits to verify the results" (Portin et al., 2003). This research supports the evidence-bases strategy for shared leadership and the importance to spend time in classrooms to measure the effectiveness of the professional learning for teachers and its impact on student learning. Michael Fullan offers that the "demands that accompany high-stakes testing compel[s] principals to guide their schools to learn from their results and experiences, lead[ing] to coherence within a school and offer better opportunities to sustain results." Continuous improvement requires an examination of data to address inconsistencies with expected results. Effective feedback then becomes vital.

Action Steps to Implement

1. Provide ongoing PD to teachers through PLCs focused on high quality instruction. Include explicit look-fors and timelines for implementation.
2. Observe instruction with the provided look-fors specific to each PLC session weekly. Document trends across departments using weekly coaches' Forms and individual feedback using coaches' feedback forms or SWT or other form of documentation.
3. Discuss data findings in weekly Instructional Leadership Team meetings and determine next steps for PLCs and individual teacher needs (e.g. coaching cycles).

4. Embed shared leadership opportunities in PLCs for teachers to share their instructional practices related to the specific look-fors from PLCs (e.g.creation of learning arcs, lesson design templates, student work samples, formative and summative assessment data, next steps).

Person Responsible   Shawn Platts (plattss@duvalschools.org)

Provide Support Teachers Need to Improve Teaching:
1. Determine support mechanisms that are perceived as supportive to teachers through PLC surveys.
2. Observe instruction with the provided look-fors specific to each PLC session weekly. Document trends across departments using weekly coaches' Forms and individual feedback using coaches' feedback forms or SWT or other form of documentation.
3. Provide teachers with feedback through the mechanisms perceived as useful including spending time in conversation with teachers as much as possible instead of sole written feedback.
4. Involve teachers in personal goal setting related to improving teaching through IPDPs and ongoing feedback cycles outside of required observations (through common planning sessions).
5. Provide support to teachers through the mechanisms perceived as being supportive including increased communication and availability as much as possible.

Person Responsible   Shawn Platts (plattss@duvalschools.org)

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	Area of Focus - Improve perceptions of school culture relating to safety as measured by the annual Five Essentials survey results of students and other internal survey results. Description and Rationale - The annual Five Essentials survey data related to Supportive Environment has revealed less than desirable results (Very Weak) in Safety practices related to in classrooms, in hallways and in bathrooms on campus. In addition, other internal survey results indicate the need for increased social and emotional safety. This area of focus is critical because it speaks to needed improvements in school culture that impact students' basic needs according to Maslow's Hierarchy which can have a great affect on their academic performance.
Measurable Outcome:	The measure of Safety under the Supportive Environment essential will improve from Very Weak to at least Neutral which will require more students to respond that they feel mostly safe in each area within the survey. Other survey data collected including some qualitative measures will also improve to indicate that students feel more socially and emotionally safe on campus than before.
Monitoring:	
Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy:	Utilize a multi-pronged approach to improve perceptions of physical, social and emotional safety of students including improvements to physical structures, teacher-based programs with calming classrooms and/or family meetings, community partnerships including Team Up, school-based clubs, restorative justice skills training in conflict management and social skills, training of teachers in mental health first aid, ongoing PBIS team meetings, and implementation of a self-regulation room on campus. All of these research-bases strategies will be explicitly communicated with students and families to improve awareness of these practices so that they can be utilized by more students.
Rationale for Evidence-based Strategy:	The joint statement from NAESP, NASSP, SSWAA, NASRO, ASCA, and NASP's Executive Summary provides a detailed framework for improving school safety. in that Framework for Safe and Successful Schools, they state that "school safety and positive school climate are not achieved by singular actions but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members." This supports our multi-pronged approach to address many approaches to improving school culture related to school safety.

Action Steps to Implement

Physical Structures:
1. Work with the district to improve perimeter fencing including a more secure front gate entrance onto campus with crash gates for allowable egress safely.
2. Repair/replace window coverings to improve hard corner safe zones for Code Red/Active Assailant Drills.
3. Mark hard corner safe zones on ceilings instead of floors to ensure marks stay constant.
4. Work with local law enforcement and district law enforcement to ensure all required drills and practices related to any evacuations are consistent and executed correctly.
5. Communicate above steps to all stakeholders explicitly including students.

| **Person Responsible** | Shawn Platts (plattss@duvalschools.org) |

Teacher-Based Programs:
1. Work with Project RISE to provide training to teachers on calming classrooms and/or family meetings. Observe in action and provide feedback.
2. Participate in district provided or Project RISE provided trainings for culturally responsive teaching. Observe in action and provide feedback.
3. Ensure all teachers attend Youth Mental Health First Aid required and offered by the district.
4. Provide restorative justice training to all teachers for increased awareness of intervention through guidance and student services.
5. Communicate above steps to all stakeholders explicitly including students.

| **Person Responsible** | Shawn Platts (plattss@duvalschools.org) |

Positive Behavioral Interventions and Support (PBIS):
1. Reestablish team and monthly meetings on campus
2. Incorporate team leads into Project RISE Leadership Team to streamline campus-wide work with MTSS and available interventions
3. Recognize student and teacher award winners for Valiant Vikings behaviors monthly
4. Communicate above steps to all stakeholders explicitly including students.

| **Person Responsible** | Shawn Platts (plattss@duvalschools.org) |

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Arlington Middle builds relationships with stakeholders through a variety of means of communication including but not limited to: monthly parent meetings held at the school, monthly SAC and PTSA meetings, use of social media (Facebook), school website, mass communication system Parent Link for email, phone, and text contact, daily availability for parent conferences with teachers, access to a parent resource center, and open opportunities to meet with faculty and staff. Thorough, ongoing, and transparent communication allow us to build quality relationships with stakeholders for the shared benefit of supporting students and contributing to a positive school culture and environment. Arlington Middle fosters a school culture of connecting with individual students to ensure the social-emotional needs are being met. We do this through encouraging morning meetings in classrooms to allow for student discourse and mental health check-ins; teaching ongoing lessons related to mental health, character education, positive behavior, growth mindset, cultural studies to explicitly promote awareness and sensitivity; providing opportunities for students to choose a club of their choice during the school day to promote connection for individual students. We have three guidance counselors on staff and systems
in place to ensure that all students have access as needed. We also have community partnerships with agencies that provide mentoring opportunities for students. We begin every school day with announcements that conclude with the recitation of our school's P.R.I.D.E. motto which emphasizes the desired behaviors from our work in PBIS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Arlington Middle holds a parent night for families transitioning into and out of middle school to share the opportunities on our campus and exposure to high school programs to meet the needs of students. Fifth grade students and parents are invited to tour the school and meet with faculty, staff, and existing students to describe the school offerings and answer any questions. The school hosts a transition night for 8th graders and their parents with visiting high schools who present about their programs and offerings to better educate students and families as they select and apply to future schools.

Arlington Middle utilizes the school leadership team that meets weekly to conduct a needs assessment based on multiple data sources. The principal provides information about funding sources and a shared leadership approach is taken to determine how funds are spent to meet the needs identified in the needs assessment. A clear breakdown of funding sources and amounts is provided to prevent duplication of services and to ensure priority needs are met.

Arlington Middle promotes college and career awareness through community partnerships with agencies that expose students to surrounding area colleges on field trips and through hosting an annual career fair for students to expose them to a variety of career opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$409,635.36
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	2131 - Arlington Middle School	Title, I Part A		$66,226.00
			Notes: Title I funds will be used to provide additional core subject area teachers (Science, Reading, and Foreign Language) for providing students with more individualized support and small group instruction.			
		120-Classroom Teachers	2131 - Arlington Middle School	Title, I Part A		$66,226.00
			Notes: Title I funds will be used to provide additional core subject area teachers (Science, Reading, and Foreign Language) for providing students with more individualized support and small group instruction.			
		160-Other Support Personnel	2131 - Arlington Middle School	Title, I Part A		$66,226.00
			Notes: Title 1 funds will be utilized as an additional layer of support to students by funding the following positions (Mathematics Social Studies, Science, Reading Interventionist Math Interventionist, Math Coach). The additional positions will assist in ensuring student growth and ultimate proficiency.			
		160-Other Support Personnel	2131 - Arlington Middle School	Title, I Part A		$66,226.00
			Notes: Title 1 funds will be utilized as an additional layer of support to students by funding the following positions (Mathematics Social Studies, Science, Reading Interventionist Math Interventionist, Math Coach). The additional positions will assist in ensuring student growth and ultimate proficiency.			
		160-Other Support Personnel	2131 - Arlington Middle School	Title, I Part A		$82,391.10

			Notes: A Dean of Students will be funded with Title I to improve student engagement in the classroom and reduce classroom distractions.			
		160-Other Support Personnel	2131 - Arlington Middle School	Title, I Part A		$14,390.26
			Notes: Parent Liaison improve parental engagement in the classroom and reduce classroom distractions by improving home and school working relationships.			
		399-Other Technology-Related Purchased Services	2131 - Arlington Middle School	Title, I Part A		$4,012.00
			Notes: Write Score - Title I funds will be used to purchase additional classroom supplies including, but not limited to paper, pencils, and materials for teacher/student use in improving student achievement.			
		520-Textbooks	2131 - Arlington Middle School	Title, I Part A		$20,150.00
			Notes: Math/ELA materials - Title I funds will be used to purchase additional classroom supplies including, but not limited to paper, pencils, and materials for teacher/student use in improving student achievement.			
		510-Supplies	2131 - Arlington Middle School	Title, I Part A		$2,661.00
			Notes: Title I funds will be used to purchase additional classroom supplies including, but not limited to paper, pencils, and materials for teacher/student use in improving student achievement.			
		648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2131 - Arlington Middle School	Title, I Part A		$839.00
			Notes: Laptop cart - Title I funds will be used to purchase additional student laptops and carts to be used during instruction as well as testing to help students access the district approved blended learning platforms and to enhance overall instructional delivery.			
		648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2131 - Arlington Middle School	Title, I Part A		$19,488.00
			Notes: Title I funds will be used to purchase additional student laptops and carts to be used during instruction as well as testing to help students access the district approved blended learning platforms and to enhance overall instructional delivery.			
		510-Supplies	2131 - Arlington Middle School	Title, I Part A		$800.00
			Notes: toner - Title I funds will be used to purchase additional classroom supplies including, but not limited to paper, pencils, and materials for teacher/student use in improving student achievement.			
2	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$0.00**
3	**III.A.**	**Areas of Focus: Culture & Environment: School Safety**				**$0.00**
4	**III.A.**	**Areas of Focus: -- Select below --:**				**$0.00**
					Total:	**$409,635.36**